

**Texas Education Agency
Standard Application System (SAS)**

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here.
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">SEP 29 PM 1:33</div>
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	
Schedule #1—General Information		

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Donna ISD	108902	M. Rivas Elementary School	
Vendor ID #	ESC Region #	DUNS #	
1-746000691	1	023448491	
Mailing address		City	State ZIP Code
116 North 10th Street		Donna	TX 78537
Primary Contact			
First name	M.I.	Last name	Title
Mari		Valdez	Chief Financial Officer
Telephone #	Email address		FAX #
956-464-1620	mvaldez@donnisd.net		956-464-1636
Secondary Contact			
First name	M.I.	Last name	Title
Rosalinda		Navarro	Principal
Telephone #	Email address		FAX #
956-464-1990	rnavarro@donnaisd.net		956-464-1869

Part 2: Certification and Incorporation

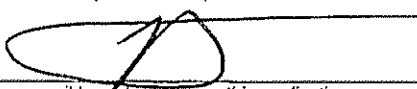
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Fernando		Castillo	Superintendent of Schools
Telephone #		Email address	FAX #
956-464-1600		fcastillo@donnaisd.net	956-464-1752

Signature (blue ink preferred)

Date signed



9-29-16

Only the legally responsible party may sign this application.

701-16-105-038

Schedule #1—General Information

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

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Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

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Part 3: Program-Specific Provisions and Assurances

☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the Transformation Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas State-Design Model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS).</p> <p>By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> • Improves student academic achievement or attainment • Is implemented for all students in the school • Addresses in a comprehensive and coordinated manner: <ul style="list-style-type: none"> ○ improvement in school leadership ○ improvement in teaching and learning in academic content areas ○ professional learning for educators ○ student non-academic supports <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
 - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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- (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
 2. Offer full-day kindergarten.
 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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- (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
 5. Replace the principal who led the school prior to the commencement of the early learning model.
 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
 9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:

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1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.

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By TEA staff person:

	<p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the Restart Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ul style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the Closure Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a rural LEA applicant may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Texas Education Agency	Standard Application System (SAS)
18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	0	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	0	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	0	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	0	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	0	\$	\$	\$
6.	Total direct costs:		0	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Revised Annual Budget Breakdown

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Donna ISD and M Rivas Elementary plan to implement the TEA Early Childhood Model Model in order to create notable change and significant results on the campus in four years' time. M Rivas is a Title I Priority Campus, which has been persistently lowest-achieving and has significant needs identified for improvement. Donna ISD and M Rivas have a strong commitment to the use of the TTIPS funds to provide adequate resources in order to substantially raise the achievement of the students and enable M Rivas to make adequate yearly progress and exit improvement status. Not only does M Rivas plan to use these funds to increase the achievement of the students, it has also plans to use these funds to create a plan using the TEA Early Childhood Model Mode that will dramatically improve school climate, drastically enhance teacher quality, significantly expand learning time, notably increase parents and community involvement, appreciably build leadership effectiveness and radically spread the use of data driven instruction. Suffering from an increasing enrollment, a high English language learner percentage, low student achievement, and many incoming students with limited English skills or unprepared for school, and a high mobility rate, the initial conversations regarding a plan that might include restructuring the early childhood program in the Southwest side of the City of Donna over 18 months ago. With an uproar in the community and the involvement of the LEA, the School Board, and the campus, it was determined that District and campus leadership needed to research the best possible avenue for student achievement.

A new principal, Mrs. Rosalinda Navarro was hired to lead M Rivas in June 2016. At that time, an extensive school and community needs assessment commenced and dialogues with community stakeholders continued. The changes proposed under this model meet the identified campus need, respond to community and parent concerns, and builds on the assets that M Rivas does have to offer: new leadership; community, LEA and city support; technology infrastructure and a desire for change.

Under this model, Donna ISD and M Rivas plan to infuse a technology-focused, extended learning program that will change the climate of the campus as well as the outcomes. A recent analysis of the technology infrastructure and knowledge on the campus confirmed that M Rivas rates Advanced in technology infrastructure and support from leadership, but rates as only Developing in the key areas of teaching and learning and educator preparation. Accordingly, alongside that program, intensive traditional as well as job embedded professional development will be conducted to ensure the sustainability of the curriculum and improve teacher quality. With a new principal, a new Instructional Coach, a Family Engagement Leader, additional early childhood teachers and an increase in academic performance as measured by the 2015-2016 STAAR Index 1 increase from 50 to 56 the campus is now ready for the Early Childhood Intervention Model with the help of the TEA TTIPS Program.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID:	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$146,743	\$	\$1,625,719.29	\$	\$1,674,490.87	\$	\$1,724,725.59	\$	\$5,171,678.75
Schedule #8	Professional and Contracted Services (6200)	6200	\$36,000.00	\$	\$36,000.00	\$	\$36,000.00	\$	\$36,000.00	\$	\$144,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$247,050.00	\$	\$17,750.00	\$	\$17,750.00	\$	\$17,750.00	\$	\$300,300.00
Schedule #10	Other Operating Costs (6400)	6400	\$3,000.00	\$	\$8,000.00	\$	\$8,000.00	\$	\$8,000.00	\$	\$27,000.00
Schedule #11	Capital Outlay (6600)	6600	\$25,000.00	\$	\$25,000.00	\$	\$25,000.00	\$	\$25,000.00	\$	\$100,000.00

Consolidate Administrative Funds ☐ Yes ☐ No

Total direct costs:	\$457,793.00	\$	\$1,712,469.29	\$	\$1,761,240.87	\$	\$1,811,475.59	\$	\$5,742,978.75
Percentage% indirect costs (see note):	N/A	\$11,518.07	N/A	\$43,085.73	N/A	\$44,312.82	N/A	\$45,576.73	\$144,493.35
Grand total of budgeted costs (add all entries in each column):	\$457,793.00	\$11,518.07	\$1,712,469.29	\$43,085.73	\$1,761,240.87	\$44,312.82	\$1,811,475.59	\$45,576.73	\$5,887,472.10

Administrative Cost Calculation

Enter the total grant amount requested:	\$5,887,372.10
Percentage limit on administrative costs established for the program (5%):	x .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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RFA #701-16-105; SAS #198-17

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID:

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional							
1 Teacher	6		\$0	\$319,242.00	\$328,819.26	\$338,683.34	\$986,745.10
2 Educational aide	5		\$0	\$107,735.00	\$113,037.05	\$116,417.86	\$339,179.91
3 Tutor			\$	\$	\$	\$	\$
Program Management and Administration							
4 Coll. Learning Leader	1		\$74,780.00	\$77,023.40	\$79,334.10	\$81,714.13	\$312,851.63
5 Early Learning Coordinator	1		\$71,963.00	\$74,121.89	\$76,345.55	\$78,635.91	\$301,066.35
6 Family Engagement Leader	1		\$0	\$53,207.00	\$54,803.21	\$56,447.31	\$164,457.52
Auxiliary							
7 Coll. Learning Facilitators	7		\$0	\$481,467.00	\$495,911.01	\$510,788.34	\$1,488,166.35
8 Instructional Coach	5		\$	\$266,035.00	\$274,016.05	\$282,236.53	\$822,287.58
9 Licensed Counselor	1		\$	\$69,888.00	\$71,984.64	\$74,144.18	\$216,016.82
Other Employee Positions							
10 Title			\$	\$	\$	\$	\$
11 Title			\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$
Substitute, Extra-Duty Pay, Benefits Costs							
14 6112 Substitute pay			\$	\$	\$	\$	\$
15 6119 Professional staff extra-duty pay			\$	\$	\$	\$	\$
16 6121 Support staff extra-duty pay			\$	\$	\$	\$	\$
17 6140 Employee benefits			\$	\$	\$	\$	\$
18 61XX Employee stipends			\$	\$	\$	\$	\$
Specify amounts and criteria to earn stipend:\$5,000 per staff if criteria with performance goals are met.							
19	Subtotal substitute, extra-duty, benefits costs		\$	\$175,000.00	\$180,250.00	\$185,657.50	\$540,907.50
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$	\$146,743.00	\$180,250.00	\$185,657.50	\$5,171,678.75

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land					
	Specify purpose:	\$	\$	\$	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	\$	\$
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Dr. Jean Feldman	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$48,000.00
2	Debbie Diller	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$48,000.00
3	Joshua Horton	\$4,050.00	\$4,050.00	\$4,050.00	\$4,500.00	\$16,200.00
4	Dr. Diana Ramirez	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$20,000.00
5		\$	\$	\$	\$	\$
6		\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:		\$33,050.00	\$33,050.00	\$33,050.00	\$33,050.00	\$132,200.00
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$2,950.00	\$2,950.00	\$2,950.00	\$2,950.00	\$11,800.00
(Sum of lines a, b, and c) Grand total		\$36,000.00	\$36,000.00	\$36,000.00	\$36,000.00	\$144,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)									
County-District Number or Vendor ID:		Amendment number (for amendments only):							
Supplies and Materials Requiring Specific Approval									
Expense Item Description									
	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Technology Hardware- not capitalized									
#									
1	Computers	Computer labs for students	60	\$1,000.00	\$	\$	\$	\$	\$
2	Laptops	Laptops for teachers	30	\$500.00	\$60,000.00	\$	\$	\$	\$
3	Document Cameras	For lesson delivery	32	\$1000.00	\$15,000.00	\$	\$	\$	\$60,000.00
4	Surface Pro's		50	\$800.00	\$32,000.00	\$	\$	\$	\$15,000.00
5	Projectors	For lesson delivery	32	\$1,300.00	\$40,000.00	\$	\$	\$	\$32,000.00
63XX	Technology Software- not capitalized								
	Specify type/purpose:								
63XX	Textbooks/Curricular Materials								
	Specify type/ purpose: Story Works & My Town for classroom use								
63XX	Supplies and materials to be used as student incentives								
	Specify type/ purpose:								
Supplies and Materials that do not Require Specific Approval									
6300	Supplies and materials that do not require specific approval:			\$40,450.00	\$11,750.00	\$11,750.00	\$11,750.00	\$73,700.00	
Grand total:				\$247,050.00	\$17,750.00	\$17,750.00	\$17,750.00	\$300,300.00	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID:		Amendment number (for amendments only):				
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$5,000	\$5,000	\$5,000	\$15,000
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses	\$	\$	\$	\$	\$
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations	\$	\$	\$	\$	\$
	Specify name and purpose of organization:					
	Specify purpose of membership:					
	Subtotal other operating costs requiring specific approval:	\$	\$	\$	\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
	Grand total:	\$3,000	\$8,000	\$8,000	\$8,000	\$27,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-105; SAS #198-17

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #11—Capital Outlay (6600)									
County-District Number or Vendor ID:					Amendment number (for amendments only):				
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years	
6669—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	
66XX—Computing Devices, capitalized									
2			\$	\$	\$	\$	\$	\$	
3			\$	\$	\$	\$	\$	\$	
4			\$	\$	\$	\$	\$	\$	
5			\$	\$	\$	\$	\$	\$	
6			\$	\$	\$	\$	\$	\$	
7			\$	\$	\$	\$	\$	\$	
8			\$	\$	\$	\$	\$	\$	
66XX—Software, capitalized									
9			\$	\$	\$	\$	\$	\$	
10			\$	\$	\$	\$	\$	\$	
11			\$	\$	\$	\$	\$	\$	
12			\$	\$	\$	\$	\$	\$	
13			\$	\$	\$	\$	\$	\$	
66XX—Equipment, furniture, or vehicles									
14			\$	\$	\$	\$	\$	\$	
15			\$	\$	\$	\$	\$	\$	
16			\$	\$	\$	\$	\$	\$	
17			\$	\$	\$	\$	\$	\$	
18			\$	\$	\$	\$	\$	\$	
19			\$	\$	\$	\$	\$	\$	
20			\$	\$	\$	\$	\$	\$	
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)									
21				\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	
Grand total:				\$25,000	\$25,000	\$25,000	\$25,000	\$100,000	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	531		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	529	99.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	2	0.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	519	97.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	388	73.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	37	7.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	116		2015-2016 PEIMS Report
Disciplinary placements in In-School Suspension	8		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	15		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	1		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		97.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	N/A	N/A%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	N/A	N/A%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		N/A%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		N/A%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

M Rivas Elementary School is located within a high-poverty, high-need neighborhood within the Donna Independent School District (DISD). A high percentage of students in M Rivas come from economically disadvantaged families (97.7%). For the 2015-2016 school year the demographics of the M Rivas student population was 531, 99.6 % Hispanic, and 97.7% economically disadvantaged. M Rivas has 89.8% of vulnerable students who are at risk of falling behind and ultimately not graduating with their student cohort. Additionally, 73.1% of the enrollment is classified as English Language Learners (ELLs)

Located in the southern part of the City of Donna, M Rivas serves students from predominantly low-income families. Families who live in the M Rivas attendance zone face serious challenges including poverty, crime, unemployment, and low educational attainment. Many of its students come from colonias—impoverished, unincorporated, and unregulated settlements along the United States-Mexico border. These areas experience cyclical poverty and residents are considered to be below the 50% poverty level.

For two years in a row, M Rivas missed Index 2 Student Achievement and has been deemed as "Improvement Required. M Rivas is also identified as a 2016-2017 Public Education (PEG) school because of its 2015 passing rate on STAAR is less than or equal to 50%. Overall, M Rivas is identified as a Priority campus.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	52.3		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	36.4	69.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6.4	12.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	1.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	15.9	30.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	29	100%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	11.5	39.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	11.7	40.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	3.8	13.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	2.0	6.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	0		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	45,331		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48,010		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	52,288		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	59,490		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	26.2	90.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	2.8	9.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

M Rivas's core academic teaching staff consists of 36 professional staff. Of this number, 29 are teachers, 6 are professional support, and 1 is the campus leader. Of the 29 teachers, 100% are Hispanic, 3 are male and 26 are female. Twenty-six teachers hold at minimum a bachelor's degree and 2 have a master's degree. 39.6% of the teachers have one-five years of experience in the classroom. 40.4% teachers have between six-ten years of experience in teaching. Both too the percentages are much higher than the state average of 26.1% and 22.6% respectively. Only two teachers (6.9%) have over 20 years of experience teaching.

The campus administrator was replaced at the beginning of the 2016-2017 school year. The new administrator has 18 years of experience in an educational setting and brings knowledge and expertise in curriculum and instruction to the campus. Additionally the campus will have an assistant principal and a curriculum specialist that are working on building greater levels of administrator and teacher capacity, both campus and grade level wide, so that the school can begin to see an increase in student academic performance in the spring of 2017 and years to come.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
36	60	62	62	73	65	62								

Part 6: Teachers to Be Served with Grant Funds.

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	7	4	4	4	4	4								

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Schedule #13—Needs Assessment

County-district number or vendor ID:

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Initial conversations regarding a restructuring plan for M Rivas began a year ago. With a community uphappy about student achievement and the involvement of LEA, the Shool Board, and the campus, it was determined that a serious transformation would need to take place. A new principal, Rosalinda Navarro was hired to lead M Rivas Elementary June 2016. At that time, an extensive school and community needs assessment commenced and dialogues with community stakeholders continued. With a new principal, a new academic dean, and a new campus assistant principal and a curriculum specialist for the 2016-2017 academic year, the campus was ready to examine data and assess the needs of the campus under a fresh lens. During the summer, the LEA, campus staff, students, parents and community members have conducted a systematic review of available data sources to develop plans of action that address the needs of the campus. The overall campus needs assessment is determined annually through the review of the TAPR, AYP, and other reports. The review underscored some static or recurring factors that have had a negative impact on student achievement such as ethnicity, poverty, and student mobility. In response to the needs targeted from these reports, the Campus Leadership Team developed an initial plan to transform the campus and will refine that plan as well as develop the necessary professional development needed to put the plan into action.

The Campus Leadership Team is cognizant of the many challenges in addressing low student achievement. While these variables cannot be changed, other variables found: teacher years of experience and training and instruction can be systematically addressed. The Texas Academic Performance Report (TAPR) was reviewed to determine student achievement in four core areas: mathematics, reading, science, and writing. An in-depth examination of the state data identified some areas of weaknesses. M Rivas has scored below the standard for Index 2 Student Achievement two years in a row. Additionally, the campus's average score for all tests taken are considerably below the state scores. The subpopulations scores also revealed that the campus scores for English Language Learners (ELLs) and Economically Disadvantaged students scored 30-40 percentage points below their counterparts at the district and state levels. Another area of concern is the mobility of students that relocate between campuses and between other districts. M Rivas has a mobility rate 10% higher than the state indicating a disruption in education for many of our students.

The needs assessment also discovered that 80% of M Rivas teachers have less than 10 years' experience and over 90% have only a bachelor's degree. In addition, the committee also reviewed the educator performance evaluations, walk through data, and classroom STAAR data by teacher. The data indicated a deficiency in the current professional development. Based on these findings the committee delineated a plan for targeted professional development and support specifically on the following topics: research based and effective instructional strategies, pedagogical content-knowledge, teacher knowledge expansion, and student intervention techniques. The needs assessment also highlighted the need for innovative strategies to increase student engagement, a crucial essential of student achievement.

The Campus Leadership Team understands the immediate need for improved teacher quality to improve student achievement, classroom walkthroughs, compliance with administrative expectations and directives, analysis of student success, and the analysis of providing quality of instruction with differentiation are all being used to guide staffing decisions for the 2016-2017 school year.

The Campus Leadership Team conducted a thorough and careful analysis of the Campus Improvement Plan and campus documents. The team found a severe lack of technology in hardware and knowledge for both students and teachers. An increase in technology such as computers, interactive screens, and wireless equipment is critical for providing students with 21st century skills and for variation of lessons to improve student engagement and teachers' instructional skills.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation☐ with Rural LEA Flexibility modification☐ Texas State-Design Model☒ Early Learning Intervention Model☐ Turnaround☐ with Rural LEA Flexibility modification☐ Whole-School Reform☐ Restart☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

It is increasingly accepted that early childhood education is a sound public investment, especially for children disadvantaged by poverty or other adverse circumstances (Heckman & Krueger, 2004). Research on the developmental implications in child care experiences has generated additional evidence particularly for children from low economically disadvantaged families. Links between high quality child care environments and children's cognitive and language development have been cited. These programs appear to be stronger for children growing up in low-income households, who typically receive less support for cognitive and language development (Loeb, Fuller, Kagan, & Carrol, 2004; Votruba-Drzal, Coley, & Chase-Lansdale, 2004). Some Pre-K evidence, as well as the early intervention literature, suggests that the largest effects of early childhood programs accrue to children from lower income families (Campbell et al., 2002; Gormley & Gayer, 2005). Within the early intervention literature, stronger results have been reported for more intensive programs measured as hours of contact, part-day versus full-day, total years of intervention, and extent of compliance with program standards (DeSiato, 2004). Based on the research cited above, M Rivas examined the 2015-2016 STAAR preliminary data and performance of its ELLs population. M Rivas needs to develop a stronger program to ensure the three and four-year olds demonstrate age-appropriate cognitive and socio-emotional gains to then have a direct impact on their performance at the 3rd grade level and beyond. In 2014-2015, 66% of the students entering Pre-K and K were classified as non-English language readers. Additionally, the majority of these students were Spanish language speakers, already behind their English speaking peers, and continue to fall behind every year of their schooling. This deficiency culminated in teachers forced to teach foundational reading skills rather than grade level content. Therefore, M Rivas is seeking change at the early childhood level. The Early Learning Intervention Model will enable M Rivas to provide a strong foundation in literacy for all students, which will assist them across content areas and grade levels. Through grant funds, M Rivas will create a position to specifically implement a research based program, provide support to early childhood teachers and parents, and monitor and gather data as the three and four year-olds progress through the four years of the grant and beyond into their secondary school years. This process will have a positive impact on all teachers, as the school works toward perfecting the teachers' craft—PK-5th grade. This program will decrease the number of students retained due to poor classroom performance or the STAAR at the 3rd and 5th grade levels. In 2014-2015, 49% of students tested required accelerated instruction—25 percentage points higher than the state. Additionally, 10% of the 1st and 2nd grade students were retained and attended summer school.

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Schedule #13—Needs Assessment (cont.)

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Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During July, 2016, M Rivas administrators and faculty met with key community stakeholders at the M Rivas library to discuss what model of intervention is best suited to improve the academy performance of M Rivas students. Administrators distributed the latest STAAR data and other pertinent information to all attendees. M Rivas staff gathered data from the meeting and support from families of students enrolled to attend the campus in the 2016-2017 school year. All data obtained was compiled and merged with campus performance data, attendance, PEIMS data, etc. Data gathered and comments from the participants indicated a need for a model that will assist children in developing cognition and in the formation of active neural pathways at an early age. The data led M Rivas staff to focus on developing a comprehensive plan for a four-year Early Learning Intervention Model. The Early Learning Model has proven to have significant positive impacts on some aspect of child development such as cognitive, language, or social-emotional development. Additionally, parents have committed to their involvement and support of this intervention model.

An Early Learning Intervention Model Coordinator, with a proven strong instructional background in early childhood learning and strategies, will be charged with improving teachers' capacity and serve as a liaison to increase parental engagement beginning at the early childhood level and adding a grade level through the life of the grant. The Coordinator will schedule monthly meetings to provide educational and enriching activities for parents so that parents can engage with their child's education within the classroom and as an extension of the classroom. The monthly meetings will also serve as a platform for parent discussions on perceptions of students' progress. Parents will also serve as classroom volunteers to provide direct connections with their child and the model implementation. Ultimately, this component of the model will lead to parents becoming teacher assistants in the classroom.

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Schedule #14—Management Plan

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Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Provide leadership expertise in planning, implementing, and managing improvement efforts at the campus and/or district level. Strong communication skills, both oral and written.	Master's Degree, Administrative certification with 5 or more years in leadership management role as principal, etc.
2.	Principal	Provide leadership assistance in the implementation of the Early Learning Model. Ensure that all guidelines, policies, and procedures are being followed. Manage the budget for the program. Provide leadership in the monitoring and evaluation of the program.	Texas Principal Certification; 5 or more years instructional leadership experience; 5 or more years teaching experience;
3.	Assistant Principal	Provide leadership and serve as the Collaborative Learning Leader for the Early Learning Intervention Model. Ensure that all professional development occurs appropriately. Ensure that the CLFs and CLCs are functioning.	Texas Principal Certification; 5 or more years instructional leadership experience; 5 or more years teaching experience;
4.	Curriculum Specialist	Provide leadership assistance in coordinating the implementation of the Early Learning Intervention Model. Ensure that all guidelines and procedures are followed. Provide leadership and monitoring of program components.	Texas Principal Certification; 5 or more years instructional leadership experience; 5 or more years teaching experience;
5.	Family Engagement Leader (PEL)	The PEL will deliver the family and parental involvement component in the school while providing ongoing, educational programs to parents, legal guardians, or immediate family members of students enrolled in the program.	Bachelor's degree in early childhood; Master's degree in early childhood preferred; 5 or more years teaching in early childhood.
6.	Collaborative Learning Facilitators	Assist in the coordination of the implementation of the Early Learning Intervention Model with fidelity. Ensure the CLCs meet weekly and ensure that the CLCs discuss data, student work, etc.	Bachelor's degree in early childhood or elementary; Master's degree in early childhood preferred; 3 or more years teaching in early childhood.
7.	Early Learning Intervention Model Instructional Coach (IC)	The IC will provide early childhood teachers support in core academic subjects in order to increase academic success and ensure the implementation of state and district initiatives.	Bachelor's degree in early childhood or elementary; Master's degree in early childhood preferred; 3 or more years teaching in early childhood.
8.	Early Learning Intervention Model Instructional Coordinator	The Coordinator will model best practices for all teachers and will support them in implementing lessons to ensure all teachers are on track with student success.	Bachelor's degree in early childhood or elementary; Master's degree in early childhood preferred; 3 or more years teaching in early childhood.

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Schedule #14—Management Plan (cont.)

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Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Children's Learning Institute	CLI engage program to strengthen early childhood teacher's instructional practices	Proven record o effective professional development.
2.	Region I	Professional Development acorss content area for teachers.	Proven record o effective professional development.
3.	Dr. Jean Feldman	Professional Development: Connect the Dots: Integrating Math, Reading, Writing, and More <i>Readiness Level: Early Implementation</i> ; Your Roadmap to Success in the Primary Classroom; <i>Readiness Level: Early Implementation</i>	She is a member of the National Association for the Education of Young Children, the National Kindergarten Alliance, and the International Reading Association. Dr. Feldman's list of degrees include a B.A. from the University of Georgia, a D.A.S.T. from Emory University, and both M.A. and Ph.D. degrees from Georgia State University
4.	Joshua Horton	Professional Development in the area of Math for teachers; <i>Math Consultant - Strategic Mastery</i>	Joshua Horton's Strategic Mastery has worked with districts throughout the state of Texas. As a result many districts have made dramatic improvements in standardized tests and student achievement.
5.	Debbie Diller	Professional Development: Literacy Work Stations: Making Centers Work for K-2 Teachers; Practice with Purpose: Using Literacy Work Stations in Grades 3-6; Next Steps with Literacy Work Stations: Adding Rigor and Relevance	Ms. Diller has a B.S. from Millersville University and an M.Ed. from Temple University in PA. She uses her strong understandings of child development and literacy and math development to address the differentiated needs of all students in her work with teachers and administrators. Debbie builds upon current research and theory to provide practical, realistic applications in today's classrooms.
6.	Dr. Diana Ramirez	Professional Development: STAAR Reading tested genres and student expectations (Literary, Expository, Poetry, Literary Nonfiction, Drama and Persuasive Text); *©DMR-developed graphic organizers that address the TEKS as tested by the STAAR test (Reading Shield, Expository Shield, Poetry Mat, Poetry Sticky Notes, Drama Foldable, Plot Mountain, and others)	Diana M. Ramirez, Ed. D DMR Educational Consultant
7.	Independent Evaluator	Third party evaluation related to model implementation in a 100% Hispanic student population.	Experience in evaluating TEA grants and specifically with Early Childhood Intervention Models
8.			

Schedule #14—Management Plan (cont.)**For TEA Use Only**

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Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD and M Rivas leadership and staff have made a clear commitment to strive for a dramatic departure from the status quo; the Superintendent of Schools and Board Members are ready to support the efforts of success to transform M Rivas. Administrators have developed a multi-level monitoring plan for the The M Rivas TIPPS project. At the most basic but incredibly important student level, students will monitor their progress through six-week portfolios, daily journal, and electronic databases. Teachers, tutors, parents, and mentors (Level two) will be responsible for monitoring student progress through student progress checklists, standardized progress reports, preliminary diagnostics, and biweekly post-tests to assess progress. Level two individuals will be trained in appropriate interventions to ensure timely impact. Campus administrators (Level 3) will compile results of all assessments and share the results on a quarterly basis with district administration, SBDMC, faculty, parents, and students. The campus leadership team will provide weekly monitoring of classroom and campus data to develop instructional and organizational decisions and to ensure team goals and interventions are met or exceeded. Content area team leaders will serve as liaisons between the teachers and campus principal and will provide assistance to respective core academic teachers, monitor student progress, and ensure department goals and student interventions as implemented on a timely basis. Through this plan M Rivas has essentially restructured its organizational management hierarchy to accommodate systems of support for students, teachers, and the greater school community.

M Rivas is on its **fourth year** of an Improved Required rating as determined by the State of Texas accountability system. Thus, the campus has undergone changes in the administration. Similarly, the district leadership has gone through some traumatic events and has been led by an interim superintendent for the past year and one half. Like the campus, the board of education recently hired a permanent superintendent. This inconsistency in leadership at the district and campus level has had a negative effect on the performance of students at M Rivas. M Rivas is at a critical juncture necessitating a comprehensive and proven learning model be implemented immediately. The vertical approach to learning was underscored by participants developing the needs assessment. The new campus and district leadership team wholeheartedly support the learning model and has committed to ensuring the success and continuation of the program despite changes in key project personnel.

The Early Learning Intervention Model will become institutionalized into the instructional day at M Rivas. To ensure a continuum of the model and fidelity of implementation, it will become a major part of the School Improvement Plan. The district and campus administrative teams will develop a rigorous structure to select candidates for the Early Learning Intervention Model that are committed to the program for a minimum of four years. M Rivas plans to provide incentives for success in the form of a yearly stipend for the coordinator and teachers specifically involved in the implementation of the Early Learning Intervention Model. This consistency with teachers and leadership will allow students to have structure in their educational day. Maintaining key personnel will allow teachers to build capacity in their instructional practices in order to provide students with highly effective instruction that leads to mastery of concepts. A consistent leadership as well as tenured teachers is key to building capacity in instructional practices that will provide students with highly effective instruction that will lead to mastery and ultimately student achievement.

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Schedule #14—Management Plan (cont.)

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Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strategic intent of Donna ISD is to transform persistently low-performing schools such as M Rivas, and to close the academic achievement gap between the economically disadvantaged students and ELLs and the all student group. This Early Childhood Intervention Model allows for significant reform of the campus in a considerably short amount of time. Having selected the immediate timeline for implementation of the model, M Rivas is on track to meet its transformation goals over the next four years. Throughout this process, the LEA and M Rivas administrations are aware of the importance that meeting performance goals and implementing all of the described activities within the four-year timeline although significant, is not an ending place. Implementing this campus plan and meeting the performance measures outlined in this proposal, is simply a point in M Rivas' ongoing adjustment aimed at meeting even higher goals. With a new principal at the helm, key staff in place to assist in the restructuring external providers brought in to guide, monitor and influence the process, technology and curriculum implemented and significant professional development having been invested in the newly hired and recommitted staff, this transformation will be sustained. Knowing that staff buy-in and training is critical to the ongoing success of any reorganization, a system will be put in place to conduct on-boarding and coaching for staff hired during the implementation of the grant and after the grant period ends. This process will begin with recruitment and will involve on-boarding, coaching, and professional development by the Early Childhood Intervention Model Director, Coordinator, and Coach for new teachers and by the Campus Leadership Team for to ensure that all new personnel understand the school's vision and have the knowledge necessary for its successful implementation. Best practices demonstrate that the active involvement of community leaders, political leaders, School Board, LEA staff and school leadership and faculty in the design of a transformation model from the planning stages leads to greater sustainability (Cawelti & Protheroe 2007; Murphy 2007).

M Rivas' administration and Early Childhood Intervention Model staff will work toward fostering best practices and develop relevance and rigor in student activities based on literature from U.S. Department of Education's What Works Clearinghouse. Teachers will meet weekly in Collaborative Learning Committees (CLCs) by grade level and led by a Collaborative Learning Facilitator (CLF) to examine student work and teacher curriculum delivery and provide constructive feedback as needed. The principal will not only conduct daily classroom walk-throughs, she will meet with the CLFs monthly to provide on-going feedback and to validate learning to help teachers in improving student learning. The assistant principal will fill the role of the Collaborative Learning Leader (CLL) and will be responsible for ensuring that all professional development is implemented appropriately on a weekly and monthly basis. New teacher pathways will include the principal, LEA administrators and all teachers new to the district, training-of-trainer (TOT); and trainings will be incorporated in new teacher in-service to enable teachers to understand the core values of this program. For M Rivas, stakeholders have been involved since the exploration phase. M Rivas' Early Childhood Intervention Model outlines multiple activities which will engage community partners in significant and meaningful ways that can easily be maintained well after the grant period including but not limited to: participation in Friends of M Rivas, participation in community project based learning, and serving as mentors. In addition, the M Rivas model requires the active engagement of students and parents that will transform the school climate and produce a cultural shift that will be sustained through both policy and practice. The LEA and the school will ensure that there is not just a new mindset, but also new accompanying behaviors to make sustainability possible (Redding 2007a). For example, the extended school day, common planning times, a campus data room and the systematized use of data to drive instruction will ensure the continued collection and use of data and the dedication time needed for data analysis and team planning through routine and ongoing means.

Many of the resources needed to implement this new model have declining costs over the four-year period. For example, the initial start-up costs associated with establishing a technology education program diminish significantly after four years. Planning for reduced resources and maintaining activities with continued costs will be critical to ongoing success. Where it is determined that additional financial resources are needed, the Friends of M Rivas, community partners, and local businesses will be utilized. Additionally, the school and the LEA will make contingency plans for threats to the sustainability of the model during the four-year implementation process.

Sustainability will also occur as a result of the LEA's commitment to continue the following: ongoing, high-quality, job embedded professional development; utilization of a performance based teacher evaluation; continuation of an extended school day; continuous LEA parent/community initiatives; and ongoing intense technical assistance.

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Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since June, 2016 LEA and campus leaders and staff have collaborated to develop long-term goals for improvement. In addition to the needs assessment, the campus leadership team used the TEA Accountability reports, School Report Card, STAAR results, School Improvement Plan, as well as community level data to determine the initial Performance Goals for M Rivas. Based on the needs assessment and community input, and the seven Critical Success Factors, the campus leadership team and stakeholders identified specific SMART goals and objectives for this program. The LEA provided input into the performance goals to ensure that they are ambitious, yet realizable. The performance goals for each area was further discussed with the group related to their implementation. For example, the performance measures for Increased Teacher Quality were developed with teachers. Once all Performance Measures were discussed with all related groups, the Performance Measures were made public to increase transparency, increase the likelihood for meeting goals, and provide opportunities for celebrations. Goals include: Increased targeted job-embedded professional development for all teachers; Increased parental involvement; Develop a culture of achievement and high expectations for all; Increase the % of PK-2nd students that achieve at/above grade level; Increase the % of 3rd-5th students meeting proficiency and Advanced levels on the reading and math STAAR; and increase leadership effectiveness. The roll out of the performance goals will include sharing them in full as well as with appropriate groups. For example, under Develop a culture of achievement and high expectations, it is important that the students know the goal as well as parents and staff. Students and parents need to know that their increased participation is an expectation as well as the rationale behind it. Although the performance measures have been outlined in term of summative end of year goals, most goals will be tracked throughout the year and expected to reach appropriate benchmarks. With that ongoing and regular data, the campus will be better able to achieve all of the goals that have been set.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline to determine the effectiveness of the program. M Rivas has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each performance measure to ensure that more immediate results can be measured and celebrated. An assessment instrument will be used to determine the effectiveness of the grant toward accomplishing the goals of the program and for monitoring the progress of the grant every 9 weeks. The evaluation for examining the effectiveness of the program's strategies will involve the Project Director and the R&E Department. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluator will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys or questionnaires, and observations of interactions between teachers and students from campus walk-troughs. Additionally, quantitative and qualitative data will be collected and used at the campus on an ongoing basis to regularly assess performance and make improvements. The principal, CLL, CLFs, and instructional coach (IC) will analyze student performance data in context of district priorities and campus goals, and present the information through the use of the data room. The data is to be presented in a way that facilitates understanding, can be used to improve instruction, and can aid in obtaining improved results. Information presented in the data room includes student demographics at the campus, historical performance, performance of special populations and student sub groups, campus and district goals, focus areas for the school year, and campus performance objectives for each subject area. Hyper-monitoring is a systematic process of collecting data that can be used to identify strengths and areas for campus improvement. Under this grant, M Rivas staff will conduct weekly classroom hyper-monitoring visits to collect data on areas such as student engagement, extent to which teaching is aligned with the learning objectives, degree of rigor, and types of assessments used. Through the combination of the use of the quantitative data available and presented in the data room and the qualitative data made available by CLLs CLFs, and Principal hyper-monitoring and classroom walkthroughs, M Rivas is fully equipped to identify successes and potential problem areas. With the new performance goals set for the campus in the area of increasing data-driven instruction, and new schedules in place to ensure increased and common planning time and regular CLC meetings, these tools are ready to be utilized and implemented to increase student achievement.

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Schedule #15—Project Evaluation (cont.)

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Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Donna ISD and M Rivas have a number of systems for formative assessments (FAs) that will be critical to the successful implementation of the Early Childhood Intervention Model. The restructuring to occur at M Rivas Elementary includes a Formative Evaluation process that will be conducted as a basis for improvement including a data collection process, a reporting process, a review/refine process, and a specified room for the display of all data (data room). The LEA implements student formative assessments exams every nine weeks. Results are immediately reported through an online curriculum system so that teachers, administrators and Early Childhood Intervention Model staff can disaggregate data and implement interventions immediately. Additionally, the campus Collaborative Learning Committee (CLC) will use the data as part of their weekly discussions to monitor student progress toward mastering specific objectives. Although these are very useful tools to evaluate where students are at specific interval stages, the campus goal is to have teachers and those involved in the project implementation utilize formative assessments on an ongoing basis. With the new technology hardware and instruction employed on the campus, formative evaluation of student learning will become much easier to obtain and analyze. Formative evaluations will be integrated multiple times throughout an individual lesson providing the teacher with immediate feedback on the student's level of understanding and whether or not information needs further clarification or review. Similarly, the District Director, Project Coordinator, campus staff and External Evaluator (Strategic Designs and Consulting) will utilize formative and summative data to provide ongoing evaluation of grant activities and performance including but not limited to the following: walkthroughs by the CLL and principal, CLC meetings sign in sheets, evaluations of professional development activities, coaching reports, sign in sheets indicating time spent in the data room, and results from assessments and STAAR performance. The District Director will meet regularly with the campus staff to review all formative and summative assessment data. The District Director and Project Coordinator will work together regularly to prepare and evaluate the 90 day plans. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes. The revision of the 90 day plans will allow for the flexibility to ensure change. In addition, the ability to revise the Needs Assessment and Professional Development Plans will allow for meeting the needs of teachers and students as further identified during formative assessments, walkthroughs, common planning times, CLC meetings, and activities. The District Director in conjunction with the R&E Department will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. M Rivas has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Baseline percentages will be set for each of the performance measures to ensure that more immediate results can be measured and successes celebrated along the way. The External Evaluator will develop a matrix to determine the effectiveness of the grant project toward accomplishing the goals of the grant program and will meet with district staff quarterly to obtain the data needed to create additional instruments to monitor the progress of the grant program. The external evaluator will work in conjunction with the Project Director, the LEA, and the R & E Department to examine the effectiveness of the program's strategies. The evaluation will include feedback from the LEA, project staff, students, and stakeholders associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluator will extract data from PEIMS and other systems for evaluation. Qualitative data will include staff, student and parent surveys and observations of interactions between teachers and students. Formative Evaluation will be central in determining the success of the grant program. Throughout the program the Project Director and the Campus Leadership Team will meet weekly to discuss the strengths and weaknesses of the program. They will observe and monitor the implementation of the program and provide assistance and support to the CLCs and CLFs along the way. Formative evaluation will be frequent and ongoing in the through: sign in sheets and evaluation for professional development activities, frequent observations of classroom instruction by the CLLs and CLFs, documented coaching sessions by the Instructional Coach and CLFs, sign in sheets and agendas for departmental meetings and teacher common planning time, FAs given to students minimally every nine weeks, and feedback from parents, students and community stakeholders. The Principal, Project Director, and Project Coordinator in collaboration with the R&E Department will present evaluation findings to key district personnel on a quarterly basis for review and TEA via 90 day reports and the final evaluation report. Thorough documentation, monitoring, and reporting will allow program staff to anticipate and/or explain any changes in the planned intervention or evaluation. In addition, the Project Director will engage in formal discussion of critical activities achieved and barriers to success with the project staff. In turn, this information will be used to review and revise program deficiencies as they are encountered, provide for continuous improvement of the program, and disseminate findings to the campus, TEA and stakeholders in the community.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

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Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD has a comprehensive process which ensures the quality of external providers over \$25,000. The LEA creates and publicizes a formal request for proposals. In the area of recruitment, the LEA will create conditions to attract multiple applicants including, but not limited to the following: clearly defined rationale for hiring; adequate resources; aggressive but achievable goals; a transparent process; and appropriate levels of marketing at local, statewide and national levels.

Once applications are received, the LEA effectively assesses contractor's organizational and financial ability to perform the defined, necessary scope of work. The LEA and campus will work together in a timely process to set the roles and responsibilities, performance expectations and consequences for failure to meet expectations that can be articulated to external providers during the recruitment process.

The LEA will undergo a rigorous evaluation of the potential partner's capacity during the screening process looking at the partner's capacity, experience and record of successes and failures. The modified process that is developed will be transparent and will engage the LEA, the school and community stakeholders. Minimally, the process will involve a written application, due diligence to confirm the track record of the applicant, and in person interviews. Upon selection of the external providers, the LEA will support, but not micro-manage the providers. The LEA will be involved in ongoing monitoring of the external provider to support success. Additionally, the LEA will have developed consequences for failure and with ongoing monitoring, and will not hesitate to implement those consequences if needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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Donna ISD's Procurement Services Department is responsible for facilitating the processes governed by the state and federal law to ensure best practices and level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and Donna ISD will benefit from working as business partners to strengthen the social and economic foundation for the district and the community at large. The mission of Donna ISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.

All expenditures (district-wide) must be competitively bid by the Procurement Services Department only. Competitive bids are generally solicited either by means of a Request for Proposal (RFP), or a competitive sealed bid (or proposal). While RFPs may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposals solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the Procurement Web site and are physically posted on the district bulletin board in the district office.

The District Project Director working in conjunction with campus administration will be responsible for ensuring that all proposals submitted for services are done so following the guidelines listed above. Additionally, the Project Director will ensure that external providers meet expectations as cited on the proposal. Should an external provider fail in providing the services negotiated through the procurement process, the Project Director will work with the Procurement Department to cancel existing contract (s).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:		Amendment # (for amendments only):
Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Training school staff in the parameters, program, and services that will be available as a result of the grant including professional development of the use and care of technological resources to enhance instruction.	
2.	Creating Rubrics for assessment of interventions and the impact of those interventions on student achievement.	
3.	Identifying necessary community partners and introducing them to the upcoming pathways of interaction that will result from the full implementation of the project.	
4.	Establishing a common culture of work and expectations that will result in the clear delineation of lines of communication among all of the individuals that will be working within the parameters of the implementation.	
5.	Identifying staffing needs for the following school year based upon the data compiled for within the school and hire administrative/instructional staff, including Project Director, Instructional Coach and ECH Teachers.	
6.	Test assessment and benchmarks to ensure accurate data collection processes are in place.	
7.	Rolling out the timeline for the goals and expectations to the school staff, and receiving feedback on the feasibility and attainability of the desired goals to ensure a common vision.	
8.	Design, develop, and prepare for implementation with the guidance of the state approved technical assistance provider.	
9.	Register for/attend required TTIPS team trainings	
10.	Recruit, screen, and select potential external providers (Complete contractual agreements)	
11.	Develop Professional Development Plan and Timeline	
12.	Communicated project mandates to all stakeholders	
13.	Purchasing resources for the expansion of Pre-Kindergarten	
14.	Purchasing necessary technological resources, including iPads, computers, and interactive whiteboards	
15.	Ensuring communication pathways are established between campus based personnel and District-level support personnel	
16.	Identifying any potential challenges involving the physical site that might be a barrier to implementation	
17.	Creating the necessary systems to establish an effective data management system that allows for the collection, sharing, and analysis of data throughout the school	
18.	Develop instructional framework to guide the improvements in teacher quality, and identifying campus-based supports for teachers	
19.	Create reward/incentive plan and submit for District approval to attract the best talent to the school	
20.	Comprehensive review of the proposed plan to ensure effective implementation in the following year.	

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the Early Childhood Intervention Model at M Rivas Elementary, the LEA will support the campus by aligning additional resources. The incorporation of the Early Childhood Intervention Model will require a developing a culture and technological overhaul for the campus. The LEA will assist by aiding in acquiring the equipment, software, etc. in a timely manner. The is fairly new so it has the appropriate wiring to handle broadband and the necessary technology infrastructure was. The campus has a computer lab that is shared by the entire campus and most of the teachers have computer that were issued more than three years ago; however, none of the classes are equipped with white boards and related technological equipment. The LEA will also assist the campus in designing a process to support the implementation of a 1:1 student computer ratio. The Chief Financial Officer's Department, the Technology Department, and the Federal Programs Department will be responsible for maintaining fiduciary and financial responsibility for all grant activities. The Business and Finance Department will provide the following services for the program: processing and maintaining accounting data for the grant, grant accounting, requesting funds through the automated payment request systems, preparing and submitting written expenditure reports, classifying and reporting the accounting transactions properly, and maintaining grant accounting records. The Federal Programs Development will provide assistance to the Project Director with developing an implementation plan for the grant activities, assist with revising timelines as necessary and ensure that reports are submitted on time. Funds will be maximized by using the available resources located at the campus to fulfill the requirements of the grant. The Chief Financial Officer in conjunction with the Project Director will assess the effectiveness of the program and determine if program goals and objectives were achieved. This project will be supplemental to existing federal, state, and local initiatives. This program complements and extends those already implemented at M Rivas. In particular, other District initiatives will be combined with local and state monies to cover expenses not covered in part or full in this proposal, including but not limited to support services, tutoring, professional learning, supplies, staff, facilities, technology, and school operations. As such, all activities stated in this application are not supplementary to existing services and neither state, federal, nor local funds will be diverted or decreased for other purposes. Funds will not be used for any services or activities required by state law, State Board of Education, or local policies. Although M Rivas needs significant amounts of technology, equipment and professional development to implement this restructuring, M Rivas does contain much of the necessary human resources and facilities infrastructure to carry out all program strategies and activities. In addition to the new leadership and key personnel previously mentioned, existing personnel infrastructure along with the professional development under this grant will allow for the implementation of Early Childhood Intervention Model. Internet connectivity is available at the school allowing for online options for teachers, students, and parents as outlined to enhance the curriculum, contribute to the project based model, and increase communication with parents and community partners. The majority of activities outlined in this grant will be held on the school campus during the school day, after school, Saturdays or during the summer months. Facilities and resources at M Rivas are accessible to disabled visitors and in compliance with ADA regulations. Other sources of in-kind services include community and business leaders serving as mentors and project panel observers. These resources will be garnered by M Rivas with the support of the LEA's Public Relations Office.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Rosalinda Navarro

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

June, 2016

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	
Description of the modification:	N/A
How intent of the original element remains/will be met:	

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	M Rivas will utilize the Circle Assessment from the Children's Learning Institute as a summative assessment and teacher created formative assessments to assess students' growth. M Rivas will utilize Istation to analyze levels for Kindergarten students. M Rivas Elementary will also utilize district snapshot data, STAAR data, TPRI, and Tejas Lee data as we move through the model from year one to year four. Student growth is 20% of the teacher's evaluation. Instruction practices will be weighed at 50% and Professional Expectations at 20%.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	Donna ISD teacher evaluation system will be utilized for this process. Teachers will have multiple informal walk-through observations throughout the entire year. They will receive feedback, support, and create an action plan for improvement following each observation. Teachers will also have two formal observations and two formal walk-throughs during the school year. They will also receive feedback, support and create an action plan for improvement following each of these observations.
Describe how the evaluation system was developed with teacher and principal involvement:	T-TESS, a teacher appraisal instrument, is a common evaluation system that will allow Donna ISD to ensure consistency and comparability across the district, based on a common definition of teacher effectiveness. The T-TESS consists of multiple components which contribute to an overall Teacher Effectiveness Measure. These components include Teacher Assessment on Performance Standards, Surveys of Instructional practice, Student Growth, and Academic Achievement. M Rivas will take part in calibration and rubric analysis opportunities to ensure all evaluators view instructional quality from the same lens and to further ensure that teachers continue to reach proficiency and that it is communicated to the instructional staff.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	Teachers will be awarded through the Donna ISD EXCEL Program. This is monetary reward program that will be created through this grant. This program will be used to authorize awards to teachers based on student achievement as per a table previously created.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	Donna ISD evaluation system requires walk-throughs and observations throughout the year. Teachers have an individual professional development plan that they create to focus on areas of growth that they will work on and that leadership will support them with. Teachers are provided job embedded professional development as well as opportunities to observe exemplary teachers. They are also provided opportunities to receive professional development conducted by hired consultants.
Describe the criteria established for educator removal:	After providing multiple supports and professional development opportunities for the struggling teacher without success, the teacher is placed on a Prescriptive Plan of Assistance that lays out a plan of action to help build teacher capacity and turnaround the trajectory of teacher practice to that of effectiveness. If the teacher does not show growth or chooses to reject the plan and actions laid out in the plan, a collaborative decision will be made to either retain or remove the teacher.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p>	<p>M Rivas Elementary currently offers all-day Pre-school for 3 and 4 year olds. M Rivas has two classes that consist of one Traditional, and one Bilingual class. All the teachers are highly-qualified and have taught PK for more than seven years. With the Early Learning Intervention Model, M Rivas will add additional two classes with a highly experienced teacher. Comparable salary is \$45,800.00. The National Association for the Education of Young Children (NAEYC) also suggests specific teacher-child ratios for accreditation, with an overall ratio recommendation of 1:10 and a class size of no more than 20 with, at a minimum, one teacher with high staff qualifications. The daily schedule for PK staff is 7:15 A.M.— 3:45 P.M. The campus will not partner with a community based provider to deliver the preschool curriculum.</p>
<p>Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.</p> <p>If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.</p>	<p>M Rivas faculty will be responsible for delivery key components of the Early Childhood Model and grade-level curriculum. M Rivas will not partner with a community-base provider or off-site campus staff to deliver the curriculum indicated in this proposal.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

The preschool program is based upon the recommendations of the National Association for the Education of Young Children (NAEYC) and in alignment with the standards set for by the Texas Education Agency. Research-based recommendations by NAEYC support a play-based curriculum that champions developmentally appropriate practices in an enriched environment by an intentional teacher. A play based-curriculum will allow for the development of necessary precursors to academic learning, as well as develop socio-emotional skills. As a result of collaborative planning sessions, the program will be vertically aligned in all subject areas and grade levels as developed with input from upper grade teachers and reviewed by the principal.

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

Enrollment in and training through the Children's Learning Institute (CLI), CLI Engage platform, and the utilization of the Texas School Ready! child progress monitoring assessments with Pre-Kindergarten students will provide teachers with the tools to assess Early Childhood Education (ECE) students. Additionally, continuous assessment of socio-emotional skills using pre established rubrics and observations of students engaged in performance based assessments will guide continuous improvement and next grade readiness. PK scholars will be tested with the Circle exam at the end of the year. Kindergarten scholars will be assessed using Istation, district snapshots, and campus created common assessments.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

N/A

Indicate the number of existing staff rehired for work in the turnaround model implementation:

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

Indicate the number of new staff hired for work in the turnaround model implementation:

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

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Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:

Improve the Instructional Program

Planned Intervention

Description of Grant Costs to Support Intervention (Budget Narrative)

1.	Provide training for teachers in Data Driven Instruction, including training in data collections, data analysis, and using data to inform planning and instruction	Out of district consultants will be hired to provide professional development for all staff in the use of data for instruction such as data digs, etc. (\$144,000)
2.	Increase access to technology in the school by procuring iPads, computers, SmartBoards and other technological advancements to enhance instruction and provide teachers with the necessary training to ensure those tools are use effectively.	Technology equipment such as computers for additional computer labs, laptops and data projectors for teachers to deliver lessons will be purchased (\$300,300). Consultants will be contracted to train teachers on methods for integrating technology into the lessons plans (\$144,000).
3.	Provide funding for teachers to attend professional conferences and workshops in areas of professional need to strengthen the knowledge base and instructional toolkit of teachers.	Based on their knowledge level, teachers will be allowed to attend conferences or professional development sessions above and beyond the staff development. (\$144,000)
4.		
5.		

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RFA #701-16-105; SAS #198-17

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:**Increase Teacher Quality****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1.	Expand the PK program to ensure that the student to teacher ration in PK is 10:1, and tha there is a highly-qualified teacher in each classroom. Select teachers based upon the staffing of the school, as identified by the Leadership Team after assessing data and teacher.	Addition of 6 PK teachers (\$986,745)
2.	Ensure that all teachers in the ECE program, and the whole school, use data to identify and implement an instructional progma that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State academic standards; promotes academic content across a range of development, literacy and language, socio-emotional skills, self-regulation, and executive functions. The Leadership Team will be trained on effective documentation and Teacher development and Appraisal Systems to ensure that processes are followed to ensure that teachers who are not performing can be removed from the campus.	Out of district consultants will be hired to provide professional development (\$144,000)
3.	Instructional Coach will work with teachers, especially new teachers, so that they develop instructionally sound practices using coaching, modelling, and professional development.	In district staff will train administrator on the use of the teacher appraisal instrument.
4.		5 new staff, Instructional Coaches) will be hired (\$822,287) to assist teachers deliver lessons.

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2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:		Amendment # (for amendments only):
TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Leadership Effectiveness	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Members of the Leadership Team will attend TEA seminars that address school improvement and learn and share best practices for school improvement	Travel monies are included in the budget (\$3,000 per year= \$12,000)
2.	Increase teacher led professional learning; Increase teacher facilitation of team and department meetings; Increase the Amount to Planning Time that the Leadership Team spends with teachers; Increase leadership team visibility in classrooms	Number of additional staff to be hired to assist teachers with lesson delivery (\$5,171,685)
3.	In addition to the Principal, other potential leaders will be identified and recruited for mentorships and professional development to increase their responsibility within the school to ensure that a pipeline of qualified individuals are prepared for campus leadership.	Stipends based on specific criteria have been added to the budget (\$540,907)
4.	An elementary principal with more than three experience and who has established successful leadership at his/her campus will mentor/coach the new principal at M Rivas. The Principal will attend professional development session with a focus on research-based, successful strategies proven to result in high student achievement in the four core content areas.	Salary for principal will be paid by school district.
5.	Schools leaders will attend professional development to assist teachers who are faulting in the classroom with positive strategies to correct or reinforce a positive behavior.	Professional development will be provided by in-district personnel and ESC 1.

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Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID:	Amendment # (for amendments only):	
TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Use of Quality Data to Inform Instruction	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. Quarterly Professional Development sessions will be planned on "data digs" to ensure that staff have a common understanding of the data analysis processes.	Out of district consultants will be hired to provide staff development (\$144,000)	
2. Data Binders will be prepared for all faculty to aid in the collection and reporting of Data. The Instructional coach will provide coaching on disaggregation of data to inform instruction.	Binders are part of supplies budget (\$3,000)	
3. Increase the amount of time teachers are using data in team planning; Increase the number of department meetings held in the Data Room; Increased use of teacher made formative and summative assessments; Increase in utilization of the Increase use of student data folders.	Teachers will be expected to be in data room during their conference period and during their grade level meetings.	
4. Teachers will utilize a Student Instruction Profile (SIP) that will chart progress throughout the year. The SIP will be used to conduct one-on-one conferences with students and communicate with parents. At the upper grades, students will be held accountable for tracking their own progress.	Materials needed will be purchased through the supplies budget line.	
5.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:		Amendment # (for amendments only):	
TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase learning time</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase learning time</i>. 			
Use Arial font, no smaller than 10 point.			
Critical Success Factor:		Increase Learning Time	
Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)	
1.	The instructional day will be extended by one hour and create Holiday Camps and Holiday packets to increase percentage of students who participate in afterschool extra assistance and increase the percentage of students who participate in designated Saturday extra help assistance	Extra duty pay for teachers (32 teachers x 187 days x \$25.00 = 149,600)	
2.	Teachers will attend professional development sessions on how to maximize learning time to instructional time in all classes	Consultants will be hired to provide staff development (\$144,000)	
3.	Attendance plan will be created for teachers to increase instructional time and hold teachers accountable for their attendance based on the standards set forth by the LEA.	Attendance will be part of the criteria for the bonus at end of year (\$5,000 per teacher)	
4.	Develop learning platforms easily accessible for children to allow additional practice on TEKS objectives that have not been mastered and enrichment of those that have	Materials needed will be purchased through 6300 budget monies (\$300,300)	
5.	Adjust the school timetable to create blocks of instruction to add more time to the learning day, by decreasing breaks and passing times. Adjust timeframe so that 30 minutes daily is dedicated to Interventions. Enrichment/Practice to specifically address deficiencies and learning issues as they occur.	The extra time will be part of the regular school day.	

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Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID:	Amendment # (for amendments only):	
TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Parent/Community Engagement	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. Hire a Family Engagement Leader that will coordinate classes and workshop such as GED, ESL, and computer skills, as well as, family nights and host a Parent's Meeting at the beginning of each term to engender goodwill and ensure that the lines of communication are open and available between the parents, community stakeholders, and school staff.	A FEL will be hired to engage parents and increase the number of parents actively involved in their child's education (\$164,457)	
2. Provide space and time for social service agencies to provide parents with supports they and their families may be eligible for.	Materials needed will come from the 6300 budget line (\$300,300)	
3. Develop Parent Commitment Contracts to increase the expectations and understanding of the academic requirement of the students, and give the parents information on how to become more actively involved in the school.	Materials needed will come from the 6300 budget line (\$300,300)	
4. Monitor communications with the parents to ensure that teachers are consistently communicating student progress and school events to the parents, and that parents are aware of the programs and services that are offered at the school.	Materials needed will come from the 6300 budget line (\$300,300)	
5.		

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:**Improve School Climate****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

Student field trips are included in 6400 line (\$27,000)

1.

Increase the number of outside learning experiences that are available to students including visits to colleges and trips to cultural performances to increase relevance and real-world applications in classroom content and that have a positive impact on students' attitude toward education.

2.

Develop activities and programs that increase school spirit and give students ways to express it positively through competitions.

Materials needed will come from the 6300 budget line (\$300,300)

3.

Increase the number of parents engaged with the education of their child and integrate them into the process of improving the school climate.

Materials needed will come from the 6300 budget line (\$300,300)

4.

Enforce school rules and clearly communicate the rewards and consequences of the Behavior Plan to ensure fair and equitable application of the school rules.

Materials needed will come from the 6400 budget line (\$27,000)

5.

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RFA #701-16-105; SAS #198-17

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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